

Meeting the Needs of All Students

Co-Teaching: Basic Information

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Every Class Has A Range of Learners

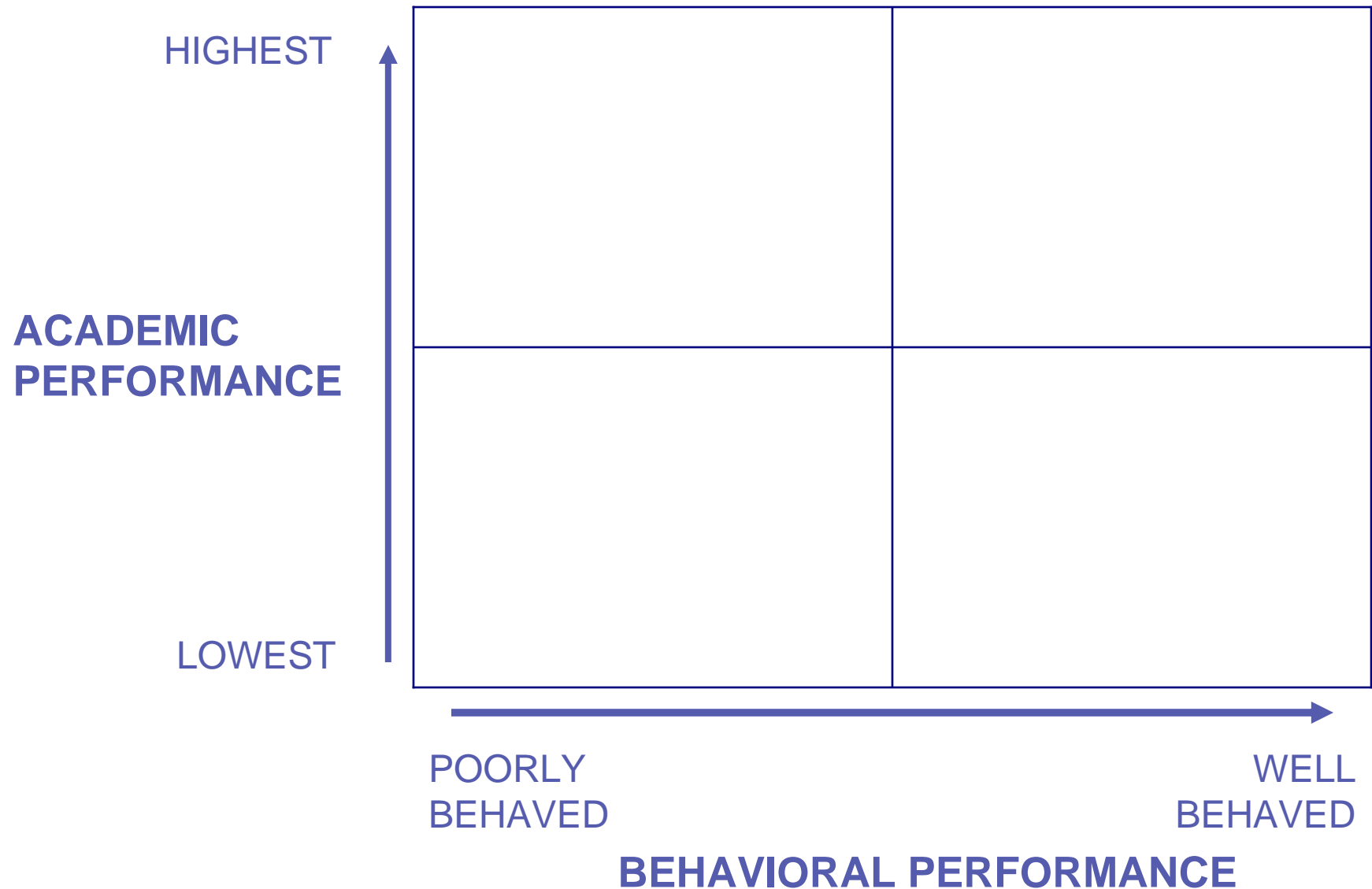
- All general education classes have a mix of students with a range of abilities, talents, behaviors.
- When teachers work together, they are better able to reach the range of students and deliver rigorous content!



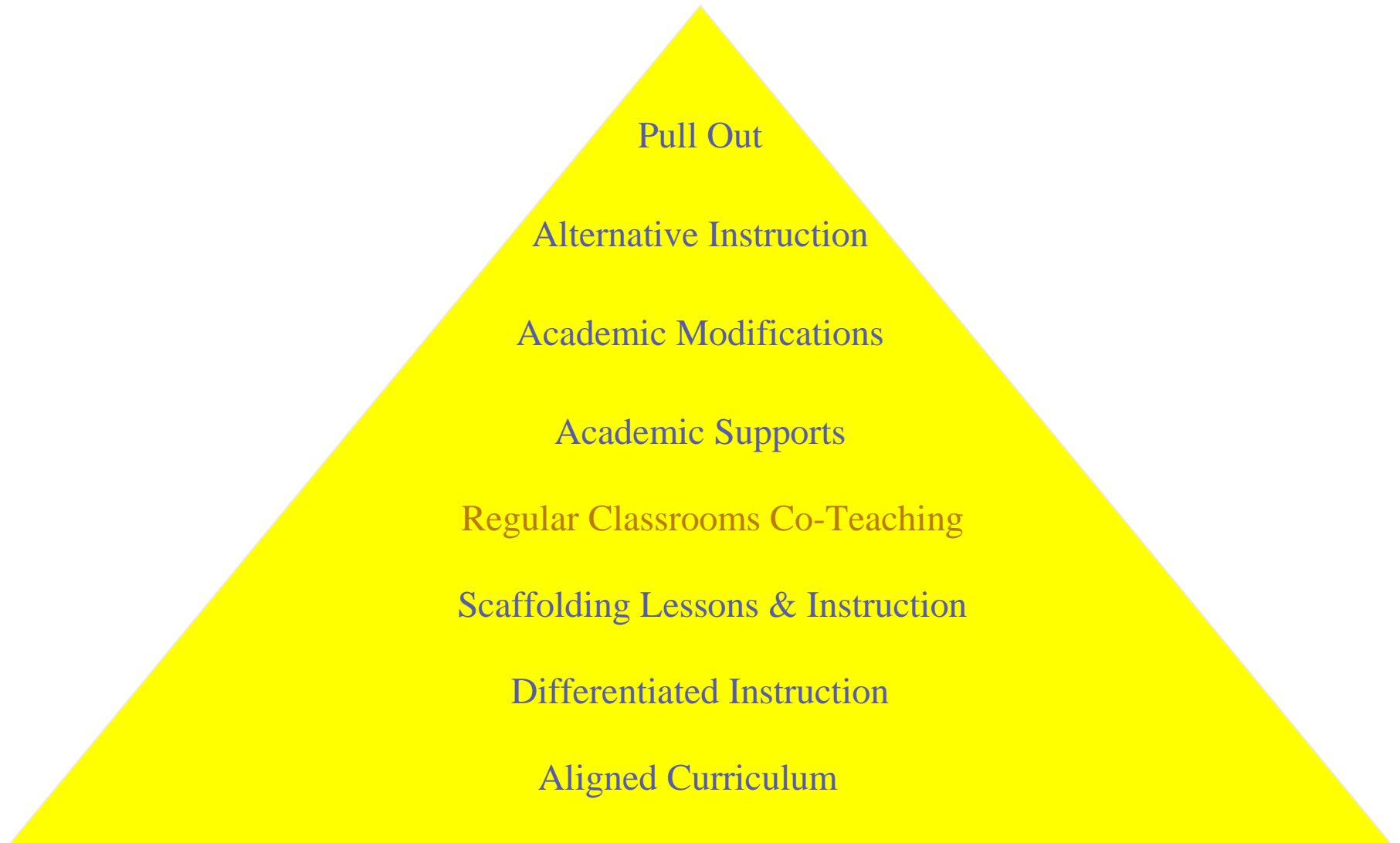
Plot your patterns of learners

- Refer to the graph on the next slide.
- Start with your class list.
- Plot where each student falls when you consider their academic and behavioral performance in your class.
- Observe where your special education students are on this graph
- Note the range of differences among your students

Plot the patterns of academic and behavioral performance for each student in your class.



Instructional Delivery Models





The Co-Teacher Match

- Co-Teaching Arrangements work best when:
 - Co-Teachers agree to work together
 - There is parity at every level – this is OUR Class in every way
 - Co-teachers treat each other respect and as professionals
 - Co-teachers learn from each other



What Is Your Match With Your Partner?

Write a Personal Ad for your Co-Teaching Partner

- Personal Information:
 - Years of experience
 - Educational background
 - Degree/s
 - Majors/minors
- What are teaching?
- What do you love to teach?
- Previous co-teaching experience?
- Qualities you bring to teaching:
- Seeking in a co-teaching match:



Co-Teaching Approaches

- Lead and Support
- Station Teaching
- Parallel Teaching
- Complementary/Alternative Teaching
- Team/Follow-up Teaching



Instructional Example

- Think about a lesson you recently taught:

Writing persuasive essays

Identify the lesson objective(s)

SWBAT:

1. write an interesting lead
2. take a position
3. provide examples and details to support position
4. write detailed counterarguments
5. write effective conclusions

- What might this lesson look like in each of the different co-teaching approaches?

Lead and Support

- One teacher leads, planning and presenting lesson content.
- The other teacher provides some input and feedback for the lesson and plans for/assists with individual learning and/or behavioral needs.

What will your “Lead and Support” lesson look like?

Teacher 1 introduces lesson on leads and taking a strong position.

Teacher 2 circulates around room providing real-time support by answering questions, re-explaining key concepts, dealing with inattentive behavior.

Station Teaching

- Based on the overall lesson plan, that co-teachers jointly plan, each teacher plans the content for her/his station.
- Two diverse groups of students work at the stations with each teacher, switching stations during the class period or the next day.

What will your “Station Teaching” lesson look like?

Students will be divided into two groups.

Teacher 1 will prepare and present Leads, Position and Conclusions breakouts.

Teacher 2 will prepare and present Examples and Details and Counterarguments (body paragraphs)

Students will rotate through breakouts over a period of two days.

Parallel Teaching

- Teachers jointly plan instruction.
- Teachers independently deliver content in the same way to separate, diverse groups of students.
- Students have more opportunity for participation and individual support.

What will your “Parallel Teaching” lesson look like?

Students are divided into two smaller groups. Groups may be formed strategically by student needs.

Teacher 1 and 2 teach all five objectives to their own group.

There will be an opportunity for students to participate in small group and/or whole class discussions.



Complementary/Alternative Teaching

- Teachers jointly plan instruction.
- One of the teachers instructs the large group of students.
- The other teacher pre-teaches, re-teaches, supplements or enriches instruction for smaller groups of students.

What will your “Complementary/Alternative Teaching” lesson look like?

Teachers will co-plan all five objectives.

Scaffolds for struggling learners will be developed for each activity.

Teacher 1 instructs the large group.

Teacher 2 takes small group/s as needed to scaffold the activity and/or evaluate the students' writings.

Team /Team Follow-Up Teaching

- Teachers share planning and instruction for all students in a highly collaborative manner.
- Both teachers lead large and small group instruction OR
- Teachers then divide the class into two groups based on students' needs for review, re-teaching, or enrichment of the concepts taught. Each teacher instructs one of the groups of students.

What will your “Team Teaching” lesson look like?

Teacher 1 and 2 plan and present together.

Teacher 1 writes a model for leads on the overhead as Teacher 2 explains the steps.

Both teachers present vignettes on developing counterarguments.



Instructional Example

Does one approach seem more appropriate for the given lesson?

Why or why not?



Building Co-Teaching Relationships

- Relationships are dynamic and always evolving.
- Stages –
 - “Getting to Know You”
 - “Give and Take”
 - “In Sync”
- Teachers negotiate stages at different rates and in different ways.



Got Creativity?

- There is not “Right” or “Wrong” way to co-teach
- No one way will work all the time, nor should it
- The content of the day, along with the skill set of the teachers, drives the decision on a day-to-day, class-by-class basis



Make Initial Agreements

- Use the *Co-Teaching Planning Organizer* to Establish Your Agreements BEFORE You Start Teaching Together
- Identify areas in which you need administrator support
- Be Willing to “Give And Take”



Administrator Tips

DOs

- Schedule common planning time on a regular basis
- Provide for parity at every level (i/e, desks, names on doors, expectations, etc.)
- Support professionalism between co-teachers as colleagues
- Provide assistive technology and instructional resources
- Schedule special education teachers to teach in their content area of strength

DON'Ts

- Pull co-teachers to substitute in other classes
- Allow un-professional conduct (i.e., teacher tardies, lack of preparedness, etc)
- Accept failing grades in co-taught classes
- Schedule a special education to co-teach with more than 2 general education partners



Co-Teaching Resources

- Marilyn Friend. Co-Teach! A handbook for creating and sustaining classroom partnerships in inclusive schools
<http://www.marilynfriend.com/handbook.htm>
- National Education Association. Six Steps to Successful Co-Teaching
- <http://www.nea.org/teachexperience/spedk031113.html>



This presentation was prepared for districts using Co-Teaching as a strategy in the Re-Designing Special Education Initiative of Wayne RESA

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